

BELL STREET MIDDLE

600 Peachtree Street
Clinton, South Carolina 29325

GRADES 7-8 Middle School

ENROLLMENT 593 Students

PRINCIPAL David C. O'Shields 864-833-0807

SUPERINTENDENT Charles H. Lackey 864-833-0800

BOARD CHAIR Myron (Buddy) Hunt 864-684-0304

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	25	19	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004	Below Average	Below Average	No

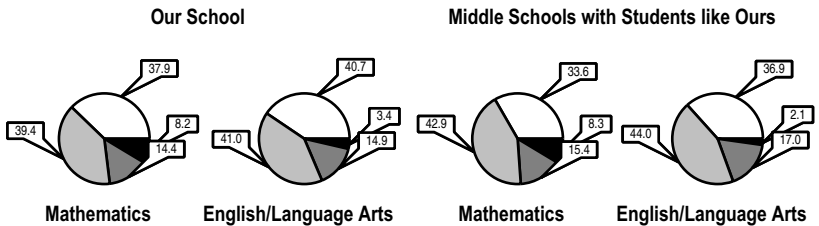
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	550	100.0	40.6	41.1	15.0	3.4	25.2	Yes	Yes
Gender									
Male	281	100.0	45.1	41.5	12.4	1.1	20.4		
Female	269	100.0	35.8	40.8	17.7	5.8	30.4		
Racial/Ethnic Group									
White	298	100.0	29.1	45.5	19.9	5.5	34.2	Yes	Yes
African-American	239	100.0	55.2	35.3	8.6	0.9	13.8	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	50.0	37.5	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	464	100.0	33.5	45.2	17.3	4.0	29.5		
Disabled	86	100.0	78.6	19.0	2.4	0.0	2.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	550	100.0	40.6	41.1	15.0	3.4	25.2		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	544	100.0	40.3	41.2	15.1	3.4	25.4		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	550	100.0	40.6	41.1	15.0	3.4	25.2		

Mathematics - State Performance Objective = 15.5%									
All Students	550	100.0	37.9	39.4	14.4	8.2	32.7	Yes	Yes
Gender									
Male	281	100.0	42.2	36.4	14.5	6.9	30.5		
Female	269	100.0	33.5	42.7	14.2	9.6	35.0		
Racial/Ethnic Group									
White	298	100.0	29.1	39.0	19.2	12.7	40.4	Yes	Yes
African American	239	100.0	48.7	40.5	8.2	2.6	22.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	50.0	25.0	12.5	12.5	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	464	100.0	31.5	41.7	17.1	9.8	38.8		
Disabled	86	100.0	72.6	27.4	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	550	100.0	37.9	39.4	14.4	8.2	32.7		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	544	100.0	37.7	39.5	14.5	8.3	32.8		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	550	100.0	37.9	39.4	14.4	8.2	32.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	286	100.0	36.5	43.1	19.3	1.1	20.4
	Grade 8	287	99.7	34.8	50.5	13.6	1.1	14.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	281	100.0	42.1	43.2	12.2	2.5	14.7
	Grade 8	270	100.0	39.2	39.6	16.9	4.2	21.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	286	99.0	34.2	42.3	11.4	12.1	23.5
	Grade 8	287	99.7	37.4	45.4	12.1	5.1	17.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	281	100.0	36.3	38.5	15.8	9.4	25.2
	Grade 8	270	100.0	40.0	40.4	12.7	6.9	19.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 593)				
Students enrolled in high school credit courses (grades 7 & 8)	18.5%	Up from 18.2%	13.4%	14.6%
Retention rate	4.5%	Down from 5.8%	3.9%	3.0%
Attendance rate	94.4%	Down from 94.5%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%		6.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		5.8%	5.3%
Eligible for gifted and talented	14.4%	Down from 15.6%	13.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.4%	Down from 15.8%	14.7%	13.9%
Older than usual for grade	3.9%	Down from 4.2%	5.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 1.0%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	41.0%	Up from 32.4%	48.2%	48.7%
Continuing contract teachers	82.1%	Down from 89.2%	81.0%	81.7%
Highly qualified teachers**	85.3%	N/A	91.8%	90.4%
Teachers with emergency or provisional certificates	3.2%		5.3%	5.3%
Teachers returning from previous year	77.8%	Up from 77.6%	83.3%	85.1%
Teacher attendance rate	94.4%	Down from 94.8%	94.9%	94.8%
Average teacher salary	\$38,054	Up 3.7%	\$39,113	\$40,566
Prof. development days/teacher	10.1 days	N/R	10.5 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.3
Student-teacher ratio in core subjects	20.2 to 1	Down from 21.8 to 1	20.9 to 1	21.3 to 1
Prime instructional time	87.4%	Down from 88.1%	89.0%	89.3%
Dollars spent per pupil*	\$5,925	Up 11.6%	\$5,562	\$5,821
Percent of expenditures for teacher salaries*	55.5%	Down from 64.9%	62.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 98.4%	96.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	88.2%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bell Street Middle School is a unique educational setting. Nestled between the rapidly growing upstate and the traditional urban sprawl of Columbia, Bell Street is located in the rural city of Clinton. Just as the trains used to stop here in the past as a jump-off point to anywhere in the southeast, Bell Street is now the educational connection to a better, brighter future. Bell Street Middle School continues to be a focus of pride for our small, yet devoted population.

During the 2003-2004 school year Bell Street averaged an enrollment of approximately 585 students in grades 7 and 8. Our students come to us from our sixth grade center, which draws from 4 local elementary schools. Our school serves a very diverse student population, from a number of Gifted and Talented students to those with special needs. We also serve a population of approximately 70% free and reduced lunch, which allows us to have the universal breakfast program feed our entire school population for free. Our diversity is what makes Bell Street a wonderfully unique place for our students to grow and learn.

Bell Street is one of 5 schools in the state participating in the Milken Teacher Advancement Program (TAP). This program is designed to assist teachers by creating opportunities for ongoing, applied, individual and/or collaborative professional development based on the needs of both the teacher and the students.

This year we achieved the status as a TAP Certified School based on our yearly program reviews from the Milken Family Foundation.

Bell Street had the honor of winning the 2004 Middle School Award of Excellence sponsored by the South Carolina Association of School Administrators (SCASA) and the South Carolina Middle Schools Association (SCMSA). We were named a Red Carpet School in May 2004—one of only seven middle schools in the state. On February 23, 2004, we received a visit from US News and World Report magazine with an article scheduled for publication in July 2004. The article focused on achievements that we made through our Teacher Advancement Program and other school initiatives, funded in part through numerous competitive grants. We have received grants this school year from the Math/Science Partnership Programs for \$181,000 and the South Carolina Reading Initiative Middle Level Grant for \$200,000.

Our Science Olympiad team won our 2004 state competition for the second year in a row and had a fantastic showing in the national competition. Our school has the honor of being the only school in the state housing a protected watershed on its campus. Students from our school sponsor each year the "Wetlands Festival" for elementary students throughout the county. This watershed serves as an outdoor lab and is utilized for educational and service learning projects by our students.

Together with the local community, district leadership, and a well-trained, passionate staff, Bell Street offers a unique and challenging learning environment that well prepares our students to be successful in our national and global community.

David C. O'Shields, Principal

Cindy King, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	248	97
Percent satisfied with learning environment	95.5%	80.5%	84.2%
Percent satisfied with social and physical environment	93.2%	86.1%	75.3%
Percent satisfied with home-school relations	35.6%	86.0%	65.3%

*Only students at the highest middle school grade level at this school and their parents were included.